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Investments in Prevention is the report of a conference held in May, 1968, at Asilomar, California. The purposes of the conference were to identify and develop a framework for community action and education programs concerned with "young children at risk" and to develop alternative means for implementing comprehensive, prevention-oriented community services for young children. "Rationale for Community Action," a paper by William Miller, calls for departure from comfortable and conventional programs. "Children at Risk--In All Communities," by David Schwartz, describes high and low risk children, their families, schools, communities, and the functions of the social workers. "Early Childhood Education Parents-Teachers-Community," calls for continuity in educational experiences and increased parental involvement. "Children at Risk--Developing Models for Comprehensive Prevention-Oriented Services," discusses model systems in which the school is the point of entry. "PACE I.D. Center Concepts--Implications for the Future," suggests extensions of the PACE ideas geographically and conceptually. The PACE I.D. Center is a demonstration project funded under Title III of the Elementary and Secondary Education Act. A summary paper is by Robert Kantor. (BP)

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INVESTMENTS IN PREVENTION

the prevention of learning and behavior problems in young children:

Toward Community Action

Asilomar Conference
1968

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PACE I. D. Center

South San Francisco

INVESTMENTS IN PREVENTION

CONFERENCE PROGRAM

Wednesday, May 29

Rationale for Community Action - *Man on a Limb*
William H. Miller

Thursday, May 30

Focus on Issues

Children at Risk - in All Communities
David Schwartz

Panel Discussion
Edith Dowley — John Hemphill
Willis Harman — J. Russell Kent
William H. Miller, Moderator

Task Forces: *Purpose - to clarify issues, generate ideas, and plan for the implementation of these ideas in relation to the basic elements of the PACE I. D. Center program.*

Children at Risk - Developing Models for Comprehensive Prevention-Oriented Services
Clarice Haylett, Chairman, Task Force A
David Schwartz, Chairman, Task Force B

Early Childhood Education
Edith Dowley, Chairman, Task Force C

PACE I. D. Center Concepts - Implications for the Future
Willis Harman, Chairman, Task Force D

Friday, May 31

Task Force Reports — Antonio Montoya, Chairman

Task Forces continue to meet.

Saturday, June 1

Final Task Force Reports — Warren Vaughan, Chairman

Conference Summary — Robert Kantor

Photography ... Marion Patterson

ASILOMAR CONFERENCE
1968

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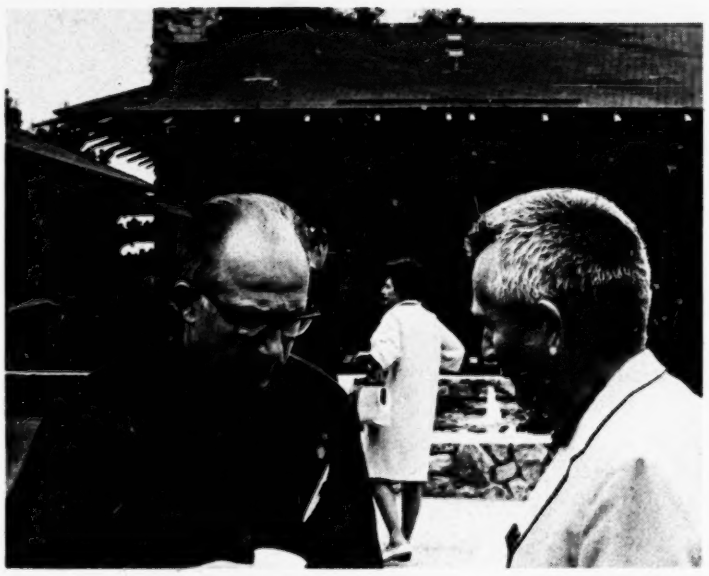
Edited by Robert Brownbridge and Phyllis Van Vleet



PEOPLE PLANNING

FOREWORD

Among the more pressing questions facing our troubled society is how the major portion of the members of a community can find meaningful involvement in the education of its young children. The observation that the majority within most communities has been alienated from its educational institutions needs little further documentation. It is not constructive to attempt to analyze the many factors that have brought about this state of affairs if such analysis is motivated only to place blame at the feet of one group or another. Responsible members of a community, however, recognizing such alienation can lead to the destruction of educational institutions, do not dare stand idly by while many desperate and frustrated individuals seek recognition of their right to participate in decisions about how their children are to be educated. What is needed is a significant new idea that can rally, in a constructive effort, all those who sincerely wish to find for themselves a way to resolve the present dilemma.

Such an idea accounts for a spirit easily sensed at a Conference held at Asilomar on May 29 - June 1. This spirit of hopeful determination was engendered by an innovative idea - one that had been born within the County of San Mateo and since has been nurtured with resources provided by Title III of the Elementary and Secondary Education Act of 1965. It forms the basis for a project known as the PACE I. D. Center, and embraces the concepts that children who need help to effectively use educational opportunities can be identified early (before it is too late to intervene with little chance of success), and that this help can be provided effectively through the coordinated application of resources already available within the community. The project implemented this idea on a small scale and tested its merit by demonstrating its effectiveness.

The Asilomar Conference participants were in accord in their commitment to finding a way to continue and expand the activities developed within the project. Readers of this Conference report can find new directions and creative ways to promote community involvement in the educational process of young children.

..... John K. Hemphill

"... to preserve the objectives of the PACE I. D. program, there is a need to develop a field of service consciousness so that all of the agencies which the community supports and which handle the problems of families in trouble would feel a real sense of responsibility, not just for the preservation of their own particular program, but for the development of a total program of services - so that nobody falls between the cracks."

Investments in Prevention, Asilomar Conference Report - 1967

ESSENTIAL ELEMENTS OF THE PACE I. D. CENTER

1. A commitment to the priority of services to young children and those responsible for their welfare and development.

2. Appropriate comprehensive methods for the early identification of young children and families with a potential for "Hi-Risk".

3. Appropriate and effective means of early intervention with those responsible for the welfare of young children, e.g., parents, school personnel, community agencies.

4. A continuity of direct service and, in turn, concern for children in relation to their total environment.

5. Continuing identification of service gaps for young children, their families, and school and agency personnel.

6. Provision for meeting crisis situations.

7. Provision for research and development aspects of such a service so that process evaluation is an integral part of dynamic, flexible, innovative services.

8. A responsibility for appropriate dissemination of relevant information.

9. A continuing responsibility for focusing on *PREVENTION:* young children and their needs.

INTRODUCTION

The PACE I. D. Center - a Title III project under the Elementary and Secondary Education Act - is a demonstration project focused on the early identification of and early intervention with young children who evidence a potential for serious learning and behavior problems. It is concerned with the child in his total environment - at school, at home and in the community.

The disturbing behavior of young children in the classroom can interfere with learning and often reflects disturbed family functioning. Early intervention is a significant *Investment in Prevention.*

The College of San Mateo - Community Education Division, the South San Francisco Unified School District and the PACE I. D. Center were the sponsors of the 1968 Asilomar Conference.

The *Purpose* of the Conference was:

1. To identify and develop a framework for community action and education programs concerned with *young children at risk* and those who are responsible for their welfare and development.

2. To develop alternative means for implementing comprehensive, prevention-oriented community services for young children.

Participants in the 1968 Asilomar Conference included:

Teachers, parents, school principals and superintendents; staff from law enforcement agencies; health and welfare, and mental health administrators; leaders from the 17th District Parent-Teacher Association, and the San Mateo County Catholic Parent-Teacher Group; administrators from higher education, educational research and development centers, the Catholic Archdiocese and other community agencies; PACE I. D. Center Staff and Consultants.

RATIONALE FOR COMMUNITY ACTION

"MAN ON A LIMB"

William Miller

A man was standing on top of a five hundred foot cliff, looking at an awesome view of nature's work. For miles he could see the beauty of the land. His eyes then turned downward to the canyon floor below. He became light headed and fell over the edge, tumbling through space and falling to certain destruction when he saw a small scrub oak growing out of the face of the cliff. He grabbed the scrub and then remained hanging in space by one hand, four hundred feet above the rocky floor. Though not a religious man, he cried, "Lord, save me!," and an apparition appeared. The figure said, "I can save you, but only if you *believe* I can save you." "Lord, I believe. Put me down," the man pleaded. The figure said, "You don't understand, I can only save you if you believe in your *heart* that I can save you." The desperate man shouted, "I *do* believe in my heart - now please save me." "All right, if you believe, then let go of the limb," the apparition replied. "Are you kidding?" the man cried back, and he would not let loose.

My point is this. If you came to Asilomar merely to enjoy the beauty of these grounds, and the companionship of others, then you have undersold yourself and the importance of this Conference. If we can look at institutions, schools, churches, government, business and be content with what we have, then we are blind, visionless. Where there is no vision, the people perish.

Our culture is in despair. Some call it the age of anxiety, the age of alienation. We are involved in our professions, in our institutions, in defending "what is" because our own egos have become wrapped up in our professions or our status, and we say we have to defend it.

TODAY'S CHALLENGE: LETTING GO OF THE LIMB

The foremost challenge of today is to let loose, like the man on the limb. We have to shake loose from the accumulated knowledge and ideas which have put us in a rigidified position in this culture. We must break loose from that position or we will not survive. This is our despair. Our hope, of course, is the converse of this. The hope in this age is that we do have in our hands the knowledge we need and the ability to apply it. More knowledge has been discovered in the past decade than in the previous 35,000 years of mankind. University shelves are bulging with research reports that are gathering dust, that go unused and unapplied in our communities.

One of our great dilemmas is that while we have the knowledge, there are no vehicles in our culture, among our institutions, with which to apply it. The need for these vehicles is great in order to bring together those with the knowledge and those in need of it.

All of us of course are in need, not just the sick, and the poor of the ghetto. I maintain that our most affluent suburbs are ghettos, emotional, intellectual and artistic ghettos. Alienation permeates their air. Look at San Mateo County - the divorce rate, the alcoholic rate, the delinquency rate - these and other problems are coming out of the third wealthiest county in the country. Destructive forces are not coming just from the materially deprived, but they are coming from you and me.

FRAGMENTED INSTITUTIONS

The longer we hold on to that limb, the less chance we have to save ourselves; like that man, we will become weaker and weaker. What can save us, I believe, is association in openness and freedom, casting aside many of our traditional concepts about community and beginning to see it as a set of relationships among all people at all levels within it. Communities find strength in their diversity among all their people - in the uniqueness of all, each with special skills to contribute. Community is an organism, vibrant and living. Margaret Mead talks about fragmented institutions erected within our communities, each becoming specialized activities unrelated to others. For example, the family is no longer related to the school as an institution. Some of you parents, however, through the special vehicle known as the PACE I. D. Center, have become related to the school. The school for the most part is a specialist organization to whom we give our kids, but when our kids come up with a learning disability, we say, "What is wrong with those schools?" Meanwhile, the schools are saying, "What in the world is wrong with those homes?" And the community taxpayer is saying, "What's going on here? We're turning out a bunch of hippies and dropouts."

There is fragmentation even within our institutions. In the family, the husband and wife fail to take advantage of a unique opportunity to develop a one-to-one unity. When incompatibility sets in, the partners say, "Let's leave." Meanwhile, the children are sitting there. In this conflict between this man and woman, though, there exists the ingredients for a breakthrough to a new sense of belongingness, freedom and a more abundant life.

We have become married to security, no longer willing to take a risk. This applies especially to school boards, to school administrators and to teachers. I believe that our schools in many cases have become agents of destruction because they are clinging to ideas and concepts about our culture and human beings that have been handed to them from generation to generation, unexamined. I know how dangerous it is to begin to tear apart the subject matter approach of schools. Facts are a fundamental basis for any kind of an education. But when we place facts in a quantitative setting ahead of the emotional, spiritual and intellectual welfare of children, then we are entering into a destructive relationship with these children. If we are satisfied with schools as they are today, then we are blind. If we are satisfied with our communities as they are today, then we are blind. We have not yet, as a race - the human race - begun to approach the fantastic potential that lies ahead of us. And here we are resting at the oars, content with the ideas, the concepts, the institutions, and the processes that have been passed down to us.

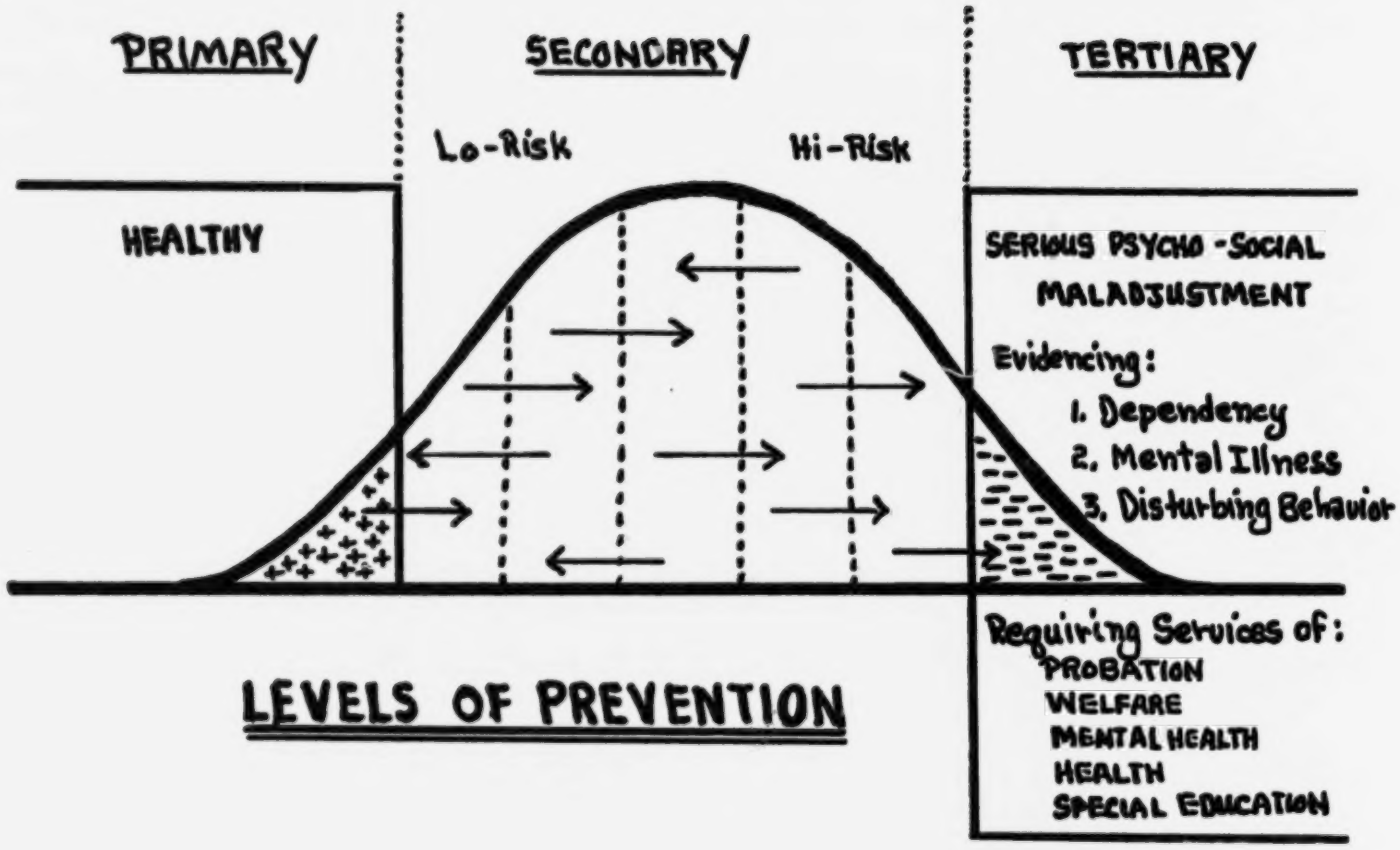
CATALYSTS FOR CHANGE

This conference has the most unusual opportunity to begin to think together and to formulate ideas about the kind of vehicle which will help to bring together the home, the school and the community. I believe that presently homes and schools fear one another. A great chasm exists between the two. In reality each has something to offer the other and if we could invent a process, a vehicle, whereby we can get parents, teachers, administrators and kids together in an emergent sensitive moving relationship - a discovery relationship - which encourages openness and risk taking, then this will become an educational experience for us all.

In this specialization age, we talk of what we are going to do to them (teachers to kids; doctor to patient; administrator to teacher). But in truth, we all need each other in order to help ourselves and our institutions.

We have the knowledge, the tools, the need and the opportunity to do something about our institutions. Institutions will not change unless catalyzed to do so by an outside agent. You are potential catalysts to accomplish this task.

Ten years from now we may look back at this as a revolutionary weekend. You can make this possible!



LEVELS OF PREVENTION

PRIMARY PREVENTION - Even the healthy members of society are vulnerable during their lifetime, in times of stress, e.g., death, illness or accident to a family member, relative or friend, financial crisis, severe disappointment. Primary prevention is aimed at keeping these people healthy and able to cope effectively with problems as they arise.

SECONDARY PREVENTION - Secondary prevention deals with the Lo-Risk and Hi-Risk populations. The Hi-Risk group represents a "potential" population, some of whom will require special services, and many will require intermediate kinds of help from teachers, counselors, ministers. The Lo-Risk group are those who are generally considered able to cope with life's contingencies. This group can generally make effective use of friends, relatives, teachers, ministers, and others to help them in time of need.

The PACE I. D. Center program focuses on the Hi-Risk, Lo-Risk and Healthy segments of the population, at the Primary and Secondary prevention levels.

TERTIARY PREVENTION - For the most part, existing services are concentrated on that segment of the population who are readily identified because of serious psycho-social maladjustment. These are treatment services - or Tertiary prevention - aimed at helping people improve or keeping them from becoming more of a problem to themselves and to society.

CHILDREN AT RISK - IN ALL COMMUNITIES

David Schwartz

When we talk about *children at risk*, we are talking about all children in all communities. As a child psychiatrist, I tend to focus on pathology. As a pathologist, I am going to do a blunt dissection in which I hope to examine the child, his family, his school, the community, and the PACE I. D. Center program. In other words, I will dissect them so that we can determine their relationships, one to the other.

My hope for this conference is, that once I have done this dissection, we shall move away from the self-sustaining problem-focus on the child, his family and school, for whom we have thought we had to write a prescription or a program. Hopefully, we can move toward the development of insights and ideas in order to promote our own and others potentials - as unique, resonating, aware, communicating individuals who then can get involved with other people outside this conference. Then changes can and will occur in both ourselves and others as we address the topic of *children at risk*.

I think PACE has made a beginning in the process of a new look at the school and community. They did this by bringing the family actively into the educational system. PACE identified two major groups of children in the community which I call high risk and low risk. I would first like to discuss the high risk child, his family, school and community.

THE HIGH RISK CHILD

Most helping agencies believe they know a great deal about this child and his family. We have the most records on this child, we have spent the most time and money on him, and we probably have produced the least amount of change in him - for all the energies expended. This child makes us feel good because he obviously needs our help; at the same time, he makes us feel very inadequate because we don't get very far with him - he does not like our medicine.

Who is he?

This child has impulse control problems for any or all of the following reasons:

- He may be emotionally disturbed, with a history of severe lack of adequate parenting, may be borderline psychotic, or have a severe neurotic character disorder.

- He could be neurologically handicapped.

- This youngster could be responding to severe chronic

situational stress in the home. He might grow up with inconsistent, chaotic, socially disorganized parenting. This is the "hard core" family that may have a history of mental illness, alcoholism or addiction, excessive mobility, broken marriages, and usually an absent father and problem siblings.

His Family

The family or parents often present to the child an unpredictable and undependable environment. We know:

- These parents have chronic inability to control their own sexual or aggressive impulses and are unable to set effective limits for the child.

- They may be unable to provide appropriate identification models for this child. Often the fathers are absent or emotionally tuned out.

- The mothers are narcissistic or much involved with feeding their own needs and therefore are unable to give emotionally to their children. Their own unmet dependency needs frequently cause them to be depressed.

His School

The school's relationships with this child and his family are invariably characterized by poor communication with parents who are described by the school as "unmotivated". This frequently results in great amounts of anger in both school staff and parents.

The child's needs for external controls are so great that the teacher is forced into an unwanted "baby sitter" role. Most of the consultation I do with schools deals with the question of how to manage this particular child. There is severe academic underachievement which is extremely frustrating to the teacher and is a source of her anger toward the child. The teacher is also angry about the impossibility of reaching or teaching the child; consequently she may experience failure in her own role expectations.

His Community

The community, and especially social agencies, is predominantly crisis-oriented and direct service-focused in its interventions. Feelings of futility and anger exist between agency and family, although this usually remains unacknowledged and unacceptable among agency staff members; they, after all, are the helpers. As a consequence, they, too, define as "unmotivated" those families who do not meet certain criteria of cooperation.

Some agencies, especially Probation, Welfare and Mental Health Services, focus on activities to provide controls and structure, hopefully, to

stabilize families long enough to enable their children to internalize these external controls. Most of the agency efforts, therefore, are aimed at providing a predictable and consistent environment. It should be noted that as much as 95% of agency monies are spent on this type of "hard core" family, and for this, and previously named reasons, agencies and the community-at-large are angry at them.

The PACE Social Worker

For some families included in the PACE I. D. Center program, the PACE worker was forced by necessity to assume crisis-oriented intervention techniques in traditional casework style. Casework was intensive. The PACE worker attempted to establish a relationship of trust with the parents and, where possible, treatment for the child. The worker was involved in facilitating more intensive, diagnostic procedures by community agencies. She attempted to improve communication between the school and community agencies. The same feeling of futility that schools and community agencies experience with these families was also experienced by the PACE worker. Feelings of anger, frustration, sadness and failure all were expressed.

Unmet and Future Needs

1. The coordination of involved agencies is necessary.

2. There is a need to provide *one* professional person able to establish a trust relationship with parents and child in order to coordinate and facilitate involvement with the community.

3. More intensive therapeutic resources in the community must be developed: day centers and group foster homes, neither of which presently exist, more summer programs and more classes for the educationally handicapped in schools. It is clear that individualized programs and structured settings are vitally necessary in order that there be adequate time for the child to internalize controls and develop self-esteem. Efforts to remotivate him toward learning and to give him positive socializing experiences can be provided only in structured and individualized therapeutic settings.

THE LOW RISK CHILD

The low risk child is more difficult to dissect because no doctor operates on his own child or himself. I believe that in discussing this child, I am going to be talking about all of us and our children. The low risk child in the community constitutes a significant proportion of the population at any given time. Some children obviously are able to shift from a low risk classification into a healthy category because of emotional

maturation and resolution of situational stress.

Who Is He?

This youngster is periodically anxious for any or all of the following reasons:

- He is immature emotionally and/or neurologically. (Why grow up if it means a loss of security and dependency gratification in the home?)

- He may have problems with autonomy and self-assertion. He may be withdrawn, with little energy available for academic involvement, and periodically becomes aggressive or angry, usually over the loss of some form of dependency gratification, or the blocking of the discharge of aggressive tensions.

- This youngster often adopts regressed behavior as a solution to the problem of growing up. He may have transient sexual role identity problems because of immaturity and this leads to feelings of inferiority in comparison with his peers.

His Family

We know:

- The parents of low risk children have their own identity problems, usually in the form of prolonged adolescence with underlying depression and insecurity about their roles as parents. It should be noted again that *everyone* has these feelings at some time.

- They are unprepared for the role of parents and feel inadequate. They have had little adequate preparation for their parenting role.

- They are lonely and often have few social outlets, or meaningful interpersonal relationships. Radio talk shows are indicative of the social isolation of persons. Another measure is the increasing number of sensitivity, awareness and encounter groups. Parents of low risk children lack awareness of their own inner feelings, usually out of fear of becoming aware of themselves. Such self-fear is based on a sense of helplessness or anger, this being unacceptable or intolerable in our technological society. This is compounded by a real absence of acceptable times and places to express true feelings.

- The mothers sometimes tend to equate good mothering with nurturance. The price of being a good, nurturing mother is seen in their difficulty to let their children go and grow. There is a tendency to infantalize them and to block their autonomy and drive toward mastery.

- These parents have excessive expectations both of themselves and their children, especially in their children's academic performance. In pushing their children to achieve, they possibly act out their own child-like aggressive impulses through their children in order to ward off the shame of being a failure as a parent. Frequently these parents tend to over-identify with the child and may express this feeling in anger toward the school. In the school setting, parents who otherwise maintain considerable anonymity may feel exposed and open to judgment by authority figures.

His School

Schools often perceive the parents of low risk children as a threat and label them as "over-involved", especially at report card time when a parent-teacher conference may be called. The parents enter, defensive and angry. They identify with their child. A closed network exists as neither the parent nor teacher hear each other since both are anxious and unable to communicate effectively.

The teacher has excessive expectations of this underachieving child and feels he should do better. The school tends to low-group the child, or label him early as a failure, which only tends to increase the parent-child shame and anger. This contributes to the negative reinforcement of the child's failure image in the home. The school tends also to look upon the child as a "cry baby" or a "brat" rather than his being disturbed or anxious. Teachers tend to feel the child's behavior is deliberate and attention-seeking and therefore under the child's control. Teachers often react to behavior in a stereotyped fashion, rather than looking at the child as an individual. The withdrawn child often is not noticed, or is considered a "good, quiet boy".

The Community

The school tends to feel that the need for help is not great, and that the problem is under the control of both parent and child. Thus, little or no contact with agencies is recommended. This relieves the anxiety of the adults because it fits into the parents' image that agency contact would be a shameful experience. It fits the teacher's image that the child's behavior is deliberate and should be controllable by the child or his parents. All hope that everything will be all right.

When parents do seek advice, it is usually from the family physician, the school, or possibly a child guidance clinic, and they are usually highly motivated to seek help. Frequently, however, family advisors will say, "Don't worry, he'll grow out of it. His behavior is just a passing stage". When their anxiety is high enough these parents have a tendency to shift the responsibility for change to the "expert". (The parent might feel, "If I do admit my confusion about being a parent, you should be the one to do something about it.")

The PACE Social Worker

It was in her work with this child and his family that the PACE worker was most innovative. She often was perceived by the family as a helper and friend who could educate them in child development and behavior management. Just as important, perhaps, the worker listened with an attentive, understanding ear. Trust was frequently established and the PACE worker perceived herself as a supportive educator with parents rather than a therapist.

The teacher, at times, was able to act upon the PACE worker's suggestions after there was clarification of the family dynamics, and when suggestions for behavior management techniques were provided. Emphasis was placed on the child's ego strengths rather than on weaknesses. The PACE worker facilitated communication and role clarification, especially between the school, staff and parents.

The PACE worker was more anxious in this particular role. The traditional social work model was changed to that of a more flexible intervener, especially in the school system. Many different roles, therefore, evolved and were played as needed. New techniques were learned that obviously were necessary to provide this kind of service. Other interventions were provided such as a summer activity program, parent discussion groups, and expanded case conferences.

Unmet and Future Needs

1. Education of the unprepared parent and teacher in areas such as child development, effective behavior management and reasonable expectations. This could be provided by parent and teacher education programs, and perhaps through the use of family life education courses for the youngsters in which they actively participate in discussions.

2. Development of awareness enhancing experiences which could also provide social contact and the opportunity for the expression of feelings in a safe practice arena, e.g., the encounter or T-group model.

3. Systematic, early identification of the low-risk child and his family.

4. Active consultation by professionals to the school, family and community. This is not necessarily considered "treatment" since the school social worker would be focusing on prevention rather than crisis control. This, of course, can be most effective when facilities for crisis control are already provided for within the community.

5. Individualization of curriculum to meet the needs of the child, with less emphasis on grading and more emphasis upon relevant subject matter, relevant to the child's interests and developmental level.

6. The development of growth promoting community resources, e.g., boys' clubs, community centers, where the emphasis would be placed upon improved communication, support of self-esteem, and the provision of positive identification models for the children - all necessary for a healthy community. These actions, or interactions, would be truly preventive rather than control focused, and, indeed, are needed in viable community education and action programs.

TOWARD COMMUNITY ACTION →

Conference Evaluation - by participants

"Outstanding wasthe fact of agreement that a problem existed that could be solved by a community effort and the display of willingness by everyone to enter into the solution in good concord with others. There was no passing of the buck about who was to blame for problems or who wasn't doing a proper job, and no chest thumping by anyone claiming to be the only agency or viewpoint that could properly cope with the problems. These attitudes are harbingers of success for any program once it is definitely devised."

"More effective use of San Mateo County resources could be made if an agency such as PACE I. D. could function as a facilitating agency for better communication between agencies and for utilization of these community resources for prevention-oriented program development."

"... the emphasis on including the family unit in the education process (and therefore the emotional side of life) is especially valuable."

"The concept that identification and intervention is a form of insurance for the prevention of maladapted social behavior. ... not only do youngsters need to be identified insofar as their risk behavior pattern is concerned, but so do teachers in regard to their effectiveness of teaching such youngsters."

"... the most helpful idea to come out of this conference for me is that we need some group independent of existing service groups - but well integrated with them - to keep the concepts and needs in the area of prevention before us - and to assist in developing such programs."

"... the most outstanding aspect of the 1968 Conference was the freedom to speak out about current issues in the education of young children and the mutual acceptance of and respect for each other's ideas."

EARLY CHILDHOOD EDUCATION: PARENTS-TEACHERS-COMMUNITY

Task Force C, Edith Dowley, Chairman

The greatest link in providing continuity of educational experience and learning exists in the parents.

DEFINING THE PROBLEM

Characteristically, in the past and at present, society enters a child's life only at times of crisis. We tend to think in terms of solutions after a problem is defined, rather than building constructively before a problem presents itself. Lois Murphy described our nation as a problem-oriented society which focuses attention on symptoms of maladjustment rather than on ways of developing personal strength and adequacy to manage life's problems. In early childhood, education for the prevention of learning and behavior disorders is needed in order to build a solid foundation for later learning. But it cannot end there since education is necessary at all ages for the continuity of total education.

Currently we have few ways of preserving the continuity of education, not only because of the geographical mobility of our population but because of the chasm which exists between the educational system and large segments of the culture. Parents are often the only logical agents of continuous education. They are typically not only the first and only teachers a child has in early life but from kindergarten on they serve as reactors to the child's daily school experiences for an extended period of childhood. It seems obvious that parents who know and understand their children and often anticipate learning problems before the school has recognized them should be partners with the school in family and childhood education. Yet schools have habitually shut parents out. They are willing to share very little with them and often exclude them by discussing school activities and interests in educational jargon or tagging them with mysterious sounding labels.

WHAT CAN BE DONE? IDEAS FOR ACTION!

How can parents, teachers and children work together in the education process?

In some schools, parents often are the school's greatest resource. When the goals of the school are essentially those the parents are seeking, parents can articulate, support and promote these goals - both in the program itself and as public relations agents. Parents and teacher work as a team in realizing objectives and share the responsibilities for teaching and guiding their children.

Traditional school reliance on a single teacher each year for each child could be a serious detriment to a child. When one teacher has

autonomy over the learning of all the children at one grade level, she has difficulty providing continuity for each individual in her class. She finds it extremely difficult to know where each child is in his development, or to communicate meaningfully to the next teacher information about the maturational levels of individual children in her classroom. She usually recognizes only those children whose performance and behavior are at the extreme ends of the scale. She tends then to report about very bright pupils or very troublesome ones in such a way as to label children in non-constructive and unhelpful ways.

The Ungraded Primary

In the old one-room school house there was opportunity for more continuity in learning. Children at different age levels, together in one room, were exposed to learning on many levels. They could look back and retrace their own steps in education and could identify their progress by comparing themselves with younger and older children. The younger children were familiar with what came next in their education and could identify with older children who served as models for them. Identification models today are often limited to out of school contacts or to the older children observable on the playground, on the school bus or on traffic patrol. Frequently the latter are girls and therefore inappropriate models for little boys at a time when their need is greatest.

The increasing tendency to segregate children by age groups in present day schools seems to work against continuity of learning.

As it is currently practiced, education is a year-to-year age-level experience rather than one of continuity with a total learning focus. Without a unifying focus, much that is learned is soon forgotten; much that is taught has little or no relevance to the child, either for the present or the future.

New Kinds of Teacher Training

- Training in observing and perceiving differences between and in childrens' behavior as it arises.

- Developing ways to apply research findings in meaningful and ongoing ways.

- Reinforcement theory training. Quantity or quality of reward should be commensurate with task difficulty, e.g., time tables should get bigger rewards because they are more difficult to learn.

- More sensitivity training regarding child and parent attitudes. Awareness of group strengths and what can be learned - from the handicapped, from cultural and racial differences.

- More models are needed in teacher training - not just *one* "master teacher" model with apprenticeship.

- Exposure to teaching or helping younger children in the classroom or on the playground should come earlier than college.

- Increased understanding and skill in how to apply the knowledge of child development to teaching children and especially the knowledge of individual differences.

  e.g., The expectation that all children should read in the first grade could be modified so as to remove a built-in failure factor. Movement *toward* maturation should be the goal of teaching rather than putting unrealistic demands on a child before he is ready to meet them. It should be remembered that both success and failure are self-compounding.

- Understanding of community and school resources and their appropriate use.

- Training in the use of auxiliary help, e.g., volunteers, teacher aides, tutors. More and more of this kind of participation should be brought into the school.

- Knowing the full meaning of a community school. Teachers must be committed to knowing more about the community to understand differences between parents' goals and aspirations for their children, and those of the teacher.

- Meeting parents where they are in their work - in the fields, at the shipyard, at the airport.

- Providing all day centers at the school or other community center where teachers, parents and children might share a common experience, e.g., lunch, coffee, planning a project.

INVOLVING PARENTS IN THE EDUCATIVE PROCESS

HOW? WHAT MORE CAN WE DO?

Kindergarten - more could be done in early identification and early intervention.

The PTA used to have closer involvement with all parents about the health of children. Those concerns are now assumed by public health and pediatrics and there is less PTA involvement. We could begin to bring children into orientation programs in the summer time or early in the year *with* their parents. We could begin to identify problems, strengths, weaknesses in children - things that could be sources of commom concerns in parent groups that would make subjects for good positive discussions. Young children's problems could then be identified so that the intervention process could be started as early as kindergarten.

e.g. Delta Gamma's interest in the "lazy eye" phenomenon is one example of making use of orientation programs for young children and the beginnings of some kind of parent-teacher relationships and parent-staff relationships.

Involvement of Teachers with Parents

We need to form little communities of parents and teachers from the beginning. Would parents come? Are there barriers? Teachers say that those who come don't need to.

We suggest that on the first day of school, parents come with their children and that the teacher give them a feeling of welcome and of genuine participation in the program.

Nursery Schools Bridge the Gap

Nursery schools often make an attempt to bridge the gap for parents between nursery school and kindergarten. They could invite kindergarten teachers to visit and to meet parents.

PACE *might* even work with well-baby and pre-natal clinics in providing educational programs for parents. We have lost out on the team approach to parents through the specialization of the obstetrician, the pediatrician, public health nurse, health educator and school personnel. Community centers have been overlooked as a means of involving parents in the educative process.

It is more important for educators to develop early relationships with parents and to build bridges of understanding with them than it is simply to identify early pathology in children.

We must also work with older children, finding appropriate ways of bringing them into nursery school and kindergarten programs for pre-parental and pre-professional experiences.

Teacher-Parent Communication

Teachers are weakest in talking with parents. Learning to carry on meaningful communication with parents is a significant part of social work and clinical psychology training. It is usually neglected in a teacher's training. Very often the barriers to good relationships begin here. The teacher often has difficulty in establishing relationships with parents. Poor communication then reinforces the distance between school and parent from the beginning.

The teacher needs to have more alternative ways of getting parents together in determining the kinds of learning that will go on with children, or at least in supporting those kinds of learning that education has found to be important.

There should be more person-to-person relationships where teachers feel free to talk with parents when they bring children to school or call for them, or, if parents do not come to school that teachers go to visit them in their homes, or telephone them. When teachers contact parents they should avoid reporting negative behavior, criticizing, or making demands on parents. Instead they should communicate in friendly and reassuring ways how children are learning and growing. If this is begun early enough in a child's school experience then, when the phone rings, parents will not react with the usual resistance that has been characteristic through generations of parent-child-school involvement. Parents and teachers who share the conviction that each individual child is important will discuss children in constructive and respectful ways.

More Places to Meet

Schools have neglected this need in their planning. Available places for meetings with parents in groups or for individual conferences should be explored. These should be places where parents can feel sufficiently relaxed and at ease to share their immediate concerns and interests. Topics as basic as "what do you and your family eat for breakfast?" rather than "this is the way you should discipline your child" may provide a common ground for a first meeting where parents and teachers could share their humanness.

More community resource centers are needed to bring people into educational settings for other reasons than to talk to teachers. Sometimes this happens in parent libraries where mothers and fathers can come and find items of passing interest or things they may wish to learn. Sometimes it's new recipe books, or flower arranging. Sometimes it's popularized versions of the textbook learnings that children are having in their school, such as new math or grammar. If young children are developing interest in nature or science, parents might find National Geographic, National Wildlife or Popular Science magazines, for example, helpful in establishing a common ground of interest in their children's learnings. Then they can share, in some ways at least, common interests with them. By means of carpentry shops or sewing groups, parents can be involved in building and making things that contribute to the curriculum of the school rather than merely hearing about it as outsiders.

Relationships

There is a need to help teachers to find value and satisfaction in working with parents so that they, in turn, can be more effective in understanding and teaching children. Teachers should find positive rewards in the kinds of relationships they establish with parents.

The question is often raised, "To whom are teachers accountable?" Parents often express grave concern when teachers seem to function too indifferently and autonomously. This leads to a serious lack of trust and confidence in parent-teacher relations, and leads parents to question the ability of the teacher to educate their child.

Barriers

Space is a barrier, especially when teachers must share a room, where double sessions are held. Time is a barrier. Teachers feel so burdened by the time it takes to teach, to prepare, and to do all of the other required things that they are reluctant to give up time to meet parents and to confer with them.

Parents on the other hand feel that they give a great deal of time in addition to their busy day. They feel that teachers aren't as generous with their time as they might be.

Parent Awareness

Teachers have to grow. They are not full blown when they complete their degrees and credentialling in colleges and universities. Sometimes, it is the parents' responsibility to help them grow and to recognize that a beginning teacher, while coping with the complexities of education, often does not feel the personal identification with teaching that will come to him later on when he has experienced some feedback and has realized the rewards which are inherent in the profession. The corollary is the new clerk in the bank, as opposed to the manager.

As he acquires more personal identification with his profession or vocation, a maturing individual is able to give more to it. We need to help teachers to realize this and to grow toward greater identification with their teaching roles.

Teacher Awareness

Perhaps the same can be said about young parents of first-born children entering school. The concerns, the expectations, the anxieties are all there. Both the new teacher and the young parent, then, are often full of fear and apprehension about their respective inadequacies. More experienced teachers can be helpful in reassuring young parents about their children, and in bringing closer understanding between parents and the school.

Inter-Agency Coordination

We need to do a great deal more in working with existing agencies; more involvement with all kinds of education - private, parochial, public. We need to reach out to all kinds of educative agencies. We need to work with colleges to set up courses that help teachers participate in encounter groups; to help teachers learn how to interview parents; and to show teachers how to do some of the things they've heard about but have never observed.

Social workers are available but usually are not used as effectively as they might be in bringing parents and teachers into better communication.

TV - an Important Media

The suggestion was made that much more use could be made of TV to demonstrate the kinds of learning that might go on in school and the kinds of relationships that could be built up between school and home.

Emergency Services

There should also be emergency services available to parents in time of need. They should be able to pick up the phone and call someone competent to give this kind of service. The telephone number should be as well-publicized as those of the fire department or suicide prevention.

Public Relations

Teachers need more training in the public relations which involve parents. (Of course, often this really begins with the secretary in the front office). Schools need to develop sincere and cordial approaches to parents and to visitors to the school if they are to inspire public confidence. A friendly voice on the telephone encourages people to come in, whereas the brusque, impersonal tone often conveys a warning to stay out!

In communicating messages about children to parents we must try to word them in ways that are developmentally constructive and helpful, and avoid those negative judgments which result in parents being overly punitive or discouraged. Lasting attitudes toward teachers and teaching may be the result of how parents and children *hear* what the school people say to them.

AND - the school administrator has the opportunity to make possible this mutually helpful environment.

THE FAMILY: BUILDING GREATER STRENGTHS IN THE FAMILY

The Family Unit

Will the family unit as we know it continue in society? Our greatest conviction was that probably it would - but there could be, in the future some radical changes in our present family constructs of which we should be aware.

Social Approaches

In some countries, new or existing social institutions have taken over certain educational or child-rearing functions formerly considered strictly the prerogatives of the family. They have done this in order to increase their man-power potential or to unify the social and political identification of the society. Examples of this may be seen in Russia,

Red China and Israel where to varying degrees the state rears the child.

Even in our communities, education may have to institute some changes - at least in the implementation of services to children that are not all performed by parents. Almost everyone sincerely and deeply loves his children but there are times when it is very difficult to do so. It would be expedient and wholesome if some agencies were formed to relieve parents of prolonged periods of stress by assuming some of the responsibility for the temporary care and guidance of their children.

People coming to our country from another country sometimes are quite startled at the lack of community involvement with parent-children problems. They ask, "Why are there so few well-baby clinics?" "Why do you have to take a child to a pediatrician for a check-up if he is not sick?" "Why are there so few child-care arrangements for middle-income parents in emergencies? during the long summer and winter school vacations? for weekends? for part-evenings or part-days so that the endless confinement of child care can be alleviated?"

Role of the School

Do our schools really reflect the needs of the society in which they exist as they are now established? What about the length of school days? School weeks? School vacations? What adaptations do they make to parents' modes of living? To the home without a mother? or father? To the parents who work at night or all day for that matter? To the family when illness occurs? Where a child is separated from a parent through death or illness, we have so few parent substitutes for children on whom they could rely and in whom they could have some trust. This may be very relevant to the security of our society, and education should be concerned.

If young children are to be educated effectively, then education must have relevance to the world and to the times in which they live. Schools alone cannot provide this relevance or the continuity of learning required for today's child in the complex and dehumanizing environment of a technological society. All future planning must be a joint responsibility of the school, the family and the community to assure this relevance and continuity.

CHILDREN AT RISK - DEVELOPING MODELS FOR COMPREHENSIVE PREVENTION-ORIENTED SERVICES

Task Force A, Clarice Haylett, Chairman
Task Force B, David Schwartz, Chairman

The need for workable models for comprehensive prevention services for young children at risk is great. While there is general agreement about the feasibility of and necessity for early identification programs, there is little agreement as to the intervention procedures that will have a preventive effect.

A definition of our task must include what is to be prevented, and who will receive the services of this kind of program. The PACE I. D. Center has dealt with young children who are potentially unproductive or who will have unfulfilled school experiences. The term "comprehensive" necessitates, however, the inclusion of several other levels in the community. The question of where to start led us to naming various alternative entry points. Young children? Teenagers? Young married couples without children? Parents with children in the home? Ourselves? Institutions? We concluded that all these should be attended to since the community is a network of interrelationships between individuals and organizations that are all in a state of constant flux.

SCHOOLS AS ONE POINT OF ENTRY

The school is the only legal agency that can reach nearly all children and families in the community at any given time. The school is the primary entry point around which prevention programs can be built. It is a place where attitudinal change about children can occur in parents and in school personnel. It is here where the children's peer group can be reached. The peer group is an authoritarian system exerting great influence on all its members. In conjunction with this, peer-oriented organizations could also be utilized as entry points, e.g., Boys' Clubs, YMCA.

Innovations in Curriculum

Certain modifications in school curriculum practices are believed necessary. Curricula must be more individualized, away from scientific-memory-accumulation of fact to humanistic-empathic-problem solving. This would mean a major adjustment for schools; it is relatively simple to measure memory-fact reproduction but difficult to measure an individual idea where the child states how he might solve a problem that might be very different from how the teacher would do it.

Emphasis should be given to the needs of children rather than maintaining a problem-focus. The latter leads to crisis control vs. creating an environment conducive to building learning strengths and social skills.

Special Facilities

An example is the "quiet room" with a "wooly rug on the floor" and a counselor-in-residence. This facility and counselor could be available for children who cannot control themselves in the classroom. "Cooling off" or "talking it out" in this atmosphere may be of help to both children and the school. The opportunity for a socialization process within the school setting can become a reality.

Rating Scale for Teachers

An assessment of a teacher's style, strengths, flexibility could be used in matching teachers and children. This could make it possible for schools to meet children's needs in a more individualized way.

Avenues for Innovation

Information exchange centers in schools and districts could be developed. These could facilitate teacher innovations and proposals.

Parent Education

Programs in child development to increase parental understanding of various growth stages - pre-school through adolescence - should be ongoing and available to parents on more of an emotional and action basis as opposed to an intellectual approach, such as memorizing what happens at ages 5-6, 9-10, 12-14.

Parents might be grouped according to their children's age to help bring about a useful exchange of information among them.

Teacher Training

A value was placed upon screening teachers who are humanly oriented and/or who have had training in the area of being aware of and sensitive to the emotional as well as the cognitive needs of children. This should be a necessary component of all teacher training. Support from administrators is necessary if both in-service and pre-job training of this kind is to be implemented.

Use of Volunteers, Aides

Teachers must be trained to use aides and volunteers effectively. These persons, just as teachers, should be selected on the basis of their ability to relate to children in an aware, open and sensitive manner.

Students in secondary schools are an untapped resource who could serve in elementary schools. This would not only stimulate an attitude of community responsibility in the older youngsters; it would also directly aid the younger child's learning and his capacity to develop close, personal relationships.

SCHOOL-COMMUNITY COMMUNICATIONS

Communication between school administration and the community is unattended, generally, except at bond issue time. Schools should become more aware of the consensual needs of parents and the public rather than the special interests of pressure groups.

Many or all of us are guilty of stereotyping school systems, administrators and teachers. They, too, are guilty of stereotyping children, parents, and others in the community. This must be avoided. One way to accomplish this is through a one-to-one individualized relationship or confrontation. Parent to teacher, teacher to child, agency supervisor-administrator: where the humanness of the individual is permitted to exist in a climate that includes concern and interest for the welfare of children. To achieve this also means a clarification of language - the use of language which does not confuse the other person. Too often the professional person hides behind a language that builds barriers rather than breaking them down.

Since parents are the consumers, educators must learn communication skills that build trust and confidence. Insurance salesmen must learn to talk a language their clients will understand; if they do not, their intangible product will have little meaning to their clientele and there will be no sale. The educator's product - education for children - at best, is perhaps even more difficult for parents and the public to understand. Parents' own childhood experience with school, their anxieties and concerns for their children, and the feeling that they know what is best for their children - these are barriers educators must deal with, and it cannot be done by utilizing language that places further distance between parents and themselves.

If educators are central to the prevention program, then they would do well to consider themselves as providers of a kind of disability insurance - insurance which will protect children, parents and community from the known and unknown hazards of later years.

MODELS

School Model for Change

The Laguna Salada School District has a vehicle for incorporating procedural change. The philosophy and practice of developing meaningful pilot projects within the district would allow for the PACE principles of early identification through group screening and parent participation in the education process. Under this procedure, if such practice were initiated in one school at the kindergarten level, it could then be expanded to other schools over a four year period. At that time, this prevention program would be considered by the School Board for district wide practice. Elements that could be incorporated are: in-service teacher training in sensitivity and group techniques, parent education, the use of outside resources, e.g., volunteers in the classroom, County Schools Special Services, Public Health and Mental Health Services.

The MR Model

Programs for the mentally retarded incorporate many PACE principles. Here is an operating model from which much can be learned.

It utilizes the practices of early identification, although on an individual referral basis. The program is individualized to meet each child's needs. There is emphasis placed upon developing high self esteem in the children. Grades are not used. The maximum learning potential of the child generally is reached. There is strong, organized parental support for the program; lobbyists are active in maintaining its status and quality. Money, as a result, has been readily available.

San Mateo County Resource Center

Another model discussed was a San Mateo County Resource Center, proposed by Richard Hazel. The protection of children can be linked to the prevention of future behavior disorders. A proposed Protective Services unit would investigate, supervise, and provide casework services to families, short of legal intervention by the Probation Department and the Juvenile Court. A typical function of the Resource Center would be to promote this kind of service to children.

Most existing agencies are crisis-oriented and do not have time for "small problems". Worse yet, there is no time to look for problems before they become crises. The PACE principle of early identification is one that the Resource Center could use and promote. Another important principle might be called the principle of *education by interaction.* Interaction among parents, children, educators and social agency personnel can lead to new learning and attitudinal changes. The latter cannot be legislated or administered.

As an information center, it could provide up-to-date information to other agencies and individuals about community services and activities that are related to prevention, e.g., tutors, recreational facilities, adult education programs, nursery and pre-school programs. It could serve also as a referral center, and, in performing this function, it could give direct assistance to families in helping them establish a working relationship with the appropriate helping agency. This goes beyond the kind of service that is commonly given to most families at the time of referral. Families need this help in contacting and making use of social agency services.

Training and Consultation Center

The implementation of many of the principles discussed here may be achieved optimally through an agency that has two major functions: training and consultation. Training would be directed toward persons who would serve as catalysts for change in families, school systems and in the community. A segment of the training function would be devoted to educating parents in child development and the learning process. Consultation services would be

available to school districts. An important guiding principle to be considered in relation to all aspects of such a center is that *parents are the key to educational change.*

Building Trust - PACE Summer Activity Program

FUTURE GOALS

- Expand and develop PACE I.D. concepts and practices
- Generate more models for prevention
- Emphasize implications of PACE I.D. in expanding the overall concept of education

BARRIERS TO ACHIEVING GOALS

- Tendency for the message to get lost; for the program to be diluted
- Modification of the program to fit the hidden agenda of bureaucracy
- Threat to interests of stake-holders
- Inability to gain support

GUIDING PRINCIPLES

- Community involvement and action
- Attitude of shared learning
- Autonomy and freedom to operate effectively

NATIONAL TRENDS CONVERGE IN PACE I.D.

- Early emotional education
- Total education involves total environment
- Adequate use of community resources
- Mechanisms for change

PACE I. D. CENTER CONCEPTS - IMPLICATIONS FOR THE FUTURE

Task Force D, Willis Harman, Chairman

PART I

The mission of Task Force D was to look at things with a little more future orientation, to consider implications for the future and the various ways in which the concepts of PACE I. D. might be extended.

GOALS

We made a bold effort to talk about future trends and the context within which the concepts of early identification and early intervention might go forward. We talked about the possible goals, long term goals of the PACE I. D. program.

- One would be to expand this as an operating or developmental program within San Mateo County.

- Another slightly more ambitious one would be to spread the present patterns across the nation, duplicate it in other places. Of course, these are not mutually exclusive, but one of the important bits of agenda for this meeting seems to be to get some agreement on the relative importance of these various goals.

- A third kind of goal would be to do further research to try to generate models which would include a larger fraction of the children, including more of the low risk children. Or models of operational agencies for different kinds of communities, or models which include in-service training or the use of volunteers. So more research and development would be another path.

- A fourth would be to expand this more in terms of a training program, i.e., to use this as a base for training other persons who could then duplicate similar offerings elsewhere. This would include components of job development, New Careers types, in-service training, and so forth.

- A fifth kind of goal would be to put emphasis on the contributions and implications of the central concepts of the PACE I.D. program in expanding our overall concept of education to include the family as the educational unit, more than the student, and to include in everyday education special training in listening ability, emotional awareness, expression of feelings; a sort of conversion of the usual educational experience to something quite different.

I am not able to report at this time that there was any consensus reached as to the relative importance of these goals, but maybe we increased our awareness that there is a decision to be made as to where emphasis will be placed.

FACTORS HINDERING EXPANSION

We next talked about various kinds of factors that might be present and would tend to keep these extended programs from working in the fashion in which we might dream.

- There is a tendency for a good program to be diluted as it is extended or expanded among more and more people. As a program is expanded, and persons other than the initial highly dedicated, committed group are added, the intended message may get lost and a kind of dilution occurs.

- Closely related to this is a distortion that takes place as a program is modified by a bureaucracy to fit its own hidden agenda and unseen needs. So, by the time it is institutionalized in its expanded form it is less effective than the initial program. This is in part due to a failure to recognize that you cannot change the structure or improve the program without altering it's values and goals. If a program is really going to make a difference, it involves changing others' values, attitudes and goals. The illusion that you can snugly transmit a program or a structure without undergoing a value change may be a contributing factor in keeping the program from working the way it was initially intended to work.

- An important factor is the threat a new program poses to existing structure and to vested stake-holders. If it is not a real threat, it does not matter at all, but if it is observed as a threat, then this tends to keep it from accomplishing the goals that were planned.

- Another is the inability to sell the story and to gain support.

GUIDING PRINCIPLES

Finally, we attempted to assemble general guiding principles for planning future programs, whether emphasis would be on further research and development, on extension to other geographic areas, or on inclusion of more students.

1. There must be community involvement and a move toward community action programs.

2. There must be an attitude of shared learning: less of the attitude of doing something to or for; to a certain extent de-professionalization; maximum use of volunteer help and an attitude of learning together.

3. There should be every effort made to create new jobs in the community which has the problem. A model for this might be the New Careers programs; in-service training, low entry level positions with planned steps toward a professional level.

4. A trend that lends itself to being a guiding principle is the erasure of distinction between the conforming and the deviate, the healthy and the sick. This has to do with the issue of paternalism, doing things to and for people.

5. There is a necessity for the organization carrying out the program to be autonomous, and not a part of existing mental health, education and welfare institutions. It must have freedom to operate, to elicit cooperation of many agencies and individuals. The program needs to be identified with and operate through the educational system, but it would be inhibited in what it can do if it were to become a formal part of that system. It needs to be a collaborating and cooperating organization rather than a service unit within the system.

PART II

We then converged on a program which is ambitious but feasible for the immediate years ahead. It seemed to us we are focusing upon the transition of a specific program from its present research and demonstration status to one that is operational.

PACE I. D. CONCEPTS AND THE TRANSITIONAL PERIOD

The PACE I. D. program is in a focal position in regard to a number of changes and trends in education; in a way, what we are addressing is something that becomes a major transformation. The PACE I. D. Center is in a unique position in that a number of trends come together in its research program.

One of the questions we asked ourselves was how do we *communicate* best what this research program is evolving into? How can you communicate best what its essential elements are? And, if these elements relate to components of a major transformation in education, how can their relationship be shown?

We finally came up with four elements which I think are useful for describing this new program. These elements represent four national observable trends. Their use in describing the PACE program would be helpful, for these elements and trends are not new inventions; thus the PACE program itself is not completely new, but it is unique in that these four elements converge as in no other program that I am aware of.

These elements are three separate things at once:

- They represent elements of national trends and national transformation.
- They also represent guidelines for a new organization or a new program.
- They also represent elements of a rather specific program - a specific model to be demonstrated and evaluated. Such an approach is often useful. On an interrelated basis, test a very specific model; in a continuing process see what's wrong with it, then modify it.

FOUR ELEMENTS OF NATIONAL TRENDS CONVERGE IN PACE I. D.

Early Emotional Education

Extending out and including a larger fraction of the population, i.e., more and more of the low risk, in comparison to the number of the high risk, is a familiar theme. This is something we are already doing nationally in a number of ways. For example, there are the Head Start and Follow Through programs which clearly deal, not only with earlier education, but also with early emotional education. This is an element we can talk about because we are already moving in this direction.

Total Education Involves the Total Environment of the Child

This includes the school, but also includes the family, the peer group and the community. Within this more comprehensive view of education, the family, not just the child, becomes an educational unit. This is a principle that is being talked about and generally agreed upon.

Adequate Use of Community Resources

There are at least two very important reasons for this. One is an economic one: you simply cannot ignore the vast talents available, in volunteer help, in "unemployables" who could be trained to do something in disadvantaged communities, in particular.

The other reason is equally important. It has to do with the forces of social unrest. It has to do with the large fraction of youth who are seeking

significant involvement with the community. There is a need to find significance and meaning. Then, there are the forces in the disadvantaged community that are saying, "We want to solve our own problems; we want to be autonomous; we want no more paternalism; we want no more people doing things for us; we want to develop our own resources." A modifier of the present use of these resources would be to provide open-ended, upward positions, and educational opportunities to move upward in society. This relates to the training center concept.

There is the growing recognition that there are in the community untapped resources who can be trained further in listening abilities, their own emotional awareness, and how to help others become more emotionally aware.

Creating Mechanisms for Change

The fourth component is the recognition that, in a time of rapid change, the institutions of society, as they are organized for stability, do not usually have built into them the mechanism for change.

Therefore, to promote more rapid change in social institutions, we developed the idea of an autonomous service agency: a non-profit corporation which can use public funds, does not have the inertia and the rigidity of established institutions, but would be able to work with the latter to help them modify themselves.

In focusing down on San Mateo County, we asked what kind of structure can be put together to accomplish this convergence of activities and emphasis. It was pointed out that there is a device that has been tried and tested and appears to be very, very promising for purposes here. This is the structure of a service agency that is set up under a *Joint Powers Agreement,* as is the Far West Regional Laboratory for Educational Research and Development (Berkeley).

Organized under such an agreement, potential opposition to the agency's goals could be minimized or eliminated. Frequently, the boundaries of agencies overlap, even those of non-profit organizations. This can result in competition between agencies and opposition to the other's programs and goals. The achievement of goals of one agency potentially can be blocked by the actions of others, inspite of mutual agreement by involved agencies that there is a need for those very services being thwarted. An agency organized under a Joint Powers Agreement could partially, at least, overcome this kind of opposition. If all those agencies which have some responsibility and authority in the areas of children's education and welfare become parents of this organization, then it is to their interest to see that the agency's goals are accomplished. This in contrast to their being threatened about the new agency in matters like who receives credit and who should do the job.

To be more specific, it seems that in San Mateo County there are five major agencies that are involved and have authority in extended early educational programs. These are the County Board of Supervisors, the County Board of Education, the Health and Welfare Department, the Probation Department, and because of the need for a higher educational component for training staff, the

College of San Mateo. If this analysis is correct, these could be the parents of a service agency set up under a Joint Powers Agreement and who could then design a program and oversee its operation. In order to make sure that innovative force does not get lost, it would be desirable to set up a Board on which many other kinds of agencies would also be represented, for example, the PACE Center, PTA, minority groups, Catholic Archdiocese, and so forth. Under this Board, this would be an agency which could design an operational program and carry it out.

Finally we got to the point of what ought to be done next week, and that is to set up a four-agency steering committee and ask them to work with the PACE I. D. Center during its third and final year, and help them in its transition from a research to an operational program. This would include representatives from the County Board of Education, Health and Welfare, Probation and the College of San Mateo. Having accomplished our goal, we adjourned at five minutes 'til four.

CONFERENCE SUMMARY

Robert Kantor

As a relative outsider coming in to hear what the PACE I. D. Center has been doing, one of the things that struck me instantly and has remained with me as a striking impression during the Conference is an all important omission. The omission has been that nobody has been fundamentally critical of PACE I. D. In any large group, you tend to hear carping sorts of things very often. They are harmless but they establish a kind of basic melody and I find that basic melody of criticism is absent, and I think, perhaps, that is the sincerest compliment that people could pay you.

I am faced with a summary which does not involve restating what has already been said, but instead one which, somehow, re-establishes the overall theme. One way to look at that overall theme is to regard it historically. If you will go along with me on the fact that psychology is the basic science for education much as physics is the basic science for engineering, I think the PACE I. D. Center is an interesting illustration of the fact that psychology is changing enormously. The change is surreptitious to some degree as it happens in the ongoing assumptions that are made. I would like to highlight them a little because it may give you a flavor, perhaps, that is a bit different.

A CHANGE: *The Individual in Social Context*

The shift in psychology has been away from behaviorism toward what might broadly be called symbolic interactionism. That is, in every psychological school of thinking there is an implicit model of human behavior. In the school of behaviorism in which we were all raised, the model of human behavior has been that of the individual. That is, when you think of a person, you think of an individual without real regard for the social context. You regard the properties he has as being internal ones and you regard his behavior, at least on some ultimate basis, as being analyzable into a complex machine.

If you begin to change that model, you begin to look at other kinds of factors. Instead of looking at the individual, you tend to look at the group. You talk about the individual not in terms of an internal personality pattern, but you tend to think of him in terms of a matrix of communication, as a viable nub of communication intersections. Instead of saying of any individual that he has an internal disease, for example, like schizophrenia, you think of him as having a problem in living. It is quite another emphasis. Instead of being a marvelously constructed but ultimately analyzable machine with discreet parts, you might think of him as having a self image which is a cut above a machine. That is, he has a set of self definitions which transcend the mechanism. They are a quantum jump beyond the marvelously complicated machine.

Now, in mental disease, there has been an interesting shift. For example, we have thought of schizophrenia as something born in the individual, as a sort of unfortunate genetic inheritance which belongs to the individual alone and ought to be treated in a hospital. There the person plays the role of a patient and the physician plays the role of the healer, and there are a set of intermediate agents who intervene between the patient and the doctor. With this new shift in thinking, you get a wholly new kind of look - the look of a man or a woman suffering from rather difficult communication disorders which arose, in our new system of thinking, not as unfortunate heredity, or as brain damage, or as some other kind of central nervous system disorder, but in the family. It arose, furthermore, in the family where the communication patterns somehow went astray and are, therefore, remediable. In this sense, the new look is a more sanguine look at illness. It is sanguine because there are communication patterns. If these are mistaken, you can alter them, at least theoretically, and if you can alter them theoretically you may someday alter them practically. But, if it is an imprinted or genetic difficulty, where are you? What can you do with it but label it and put the patient in the back wards?

Furthermore, if you begin to look at a mental hospital as a place where the communication matrices can be understood, you can begin to see that how physicians and nurses talk to each other and to the patient has a great effect on how soon he gets out. You get away, perhaps, from medications, and you get away from shock treatment, and you get closer to looking at the family and setting up a kind of therapy which includes not only the communicating group in the hospital but the communicating group out of the hospital. You do not any longer send a man out of a hospital into the same environment, for example, where he could not find a job before, or to get along with his difficult family and say he is cured. And if he breaks down, well, that was a regression. What you might do now is send him out after having discussed with his family a plan for his vocation. In other words, integrate his environment in such a way that he has a fighting chance in this society in which he has to live. Now, it is true, that if you neglect such a person long enough or, if the damage in the family communications occurs early enough, you get the kind of schizophrenic whom we call a process schizophrenic or a malignant schizophrenic. If he has been damaged somewhat later in life, and the outlook is somewhat better and the family is not so discordant, we get what we call a reactive schizophrenic or a relatively benign schizophrenic.

HIGH RISK CHILDREN: *Early Damage*

The parallel between high risk and low risk children is obvious. That is, the high risk children are really like the malignant, process schizophrenics. They have been damaged early and we have not gotten to them soon enough and they have become hard core cases. We all know from experience that the high risk child like the hard core family or the malignant schizophrenic is relatively impervious to any ways of approach that we may have at this time.

Whereas, the low risk child, like the benign schizophrenic or the family not-yet-hard core, is a family that is relatively approachable. The problem can still be tackled. We can still say and do rapport kinds of things with such people.

IT PAYS TO PREVENT

What this leads us to is clear: It pays us to prevent. We do not want hard core families, or malignant schizophrenics, or high risk children. What we want to do is get to them beforehand. In this rather sneaky way I have come to what is one of the basic contributions of PACE I. D. as I have seen it at this Conference. That is, the emphasis is on prevention. You get to the problem before it is crystalized.

If it is true in the history of San Mateo County that concern and action have gone from diagnosis and intensive treatment of hard core families to preventive work, I am hoping that we can eventually get to another level of how PACE might operate with families. There is after all a human potential of considerable significance. We can approach people not as if they are sick or potentially sick but as if they can grow into regions and areas that we hardly dare predict yet. I would like to see PACE social workers and the PACE principles applied someday as a positive approach to human growth. What can we really do with families about the aesthetic potential of their children? About the ethical potential of their children? What regions of yet unmet communications do we have? How can we teach non-verbal communication of a particularly satisfying kind? But that is a step beyond. I only come to this hypotehetical thing to make my next point. I think we take it for granted, do we not, that schools are society's creatures. It is sometimes said by political scientists that people get the government they deserve. It is also true that we get the schools we deserve. We really need to ask, "What do we want to educate for?"

SOCIAL CONTEXT: 1968 - 1990

What will this society look like that we would like to have budgeted for in 1968 when we look back either gladly or sadly in 1990? Another way of saying this is to define education as anticipatory socialization; we are investing in the children so that they will come out later in the way we would like. I thought that somebody in the audience drew up a pretty good list of what this society might look like and it might well be worth restating here.

Non-Economic Goals

The overall social context that exists now and seems to be growing is one of emphasis on non-economic goals. There has been a real public impatience with economic hardships, with poverty, with unemployment, with sickness. I think there is an earnest effort to abolish the kind of society that still has those problems and to grow into a society where all of us share an increasing affluence.

Challenging Lifework

There is, secondly, an increasing insistence that lifework be challenging, interesting, significant; that there be a great deal of overlap between work, and leisure and education. The traditional puritan ethic is being questioned in very fundamental ways.

Growing Interdependence

Thirdly, there is clearly a growing interdependence of social institutions. There is a greater meshing of the activities of local, state and federal governments, private business and non-profit institutions.

Services: Education

In this post industrial society, there is, fourthly, an increasing dominance of the services sector and of intellectual institutions generally, as compared with industry.

Individualism

Fifthly, I believe there is a strengthening of pluralistic rather than monolithic forces in society. There is a greater emphasis on individualism, a greater emphasis on the need for flexibility to deal with continuing change and as a logical corollary, a greater emphasis on individual instruction in education.

SECURING THE EMOTIONAL DOMAINS OF CHILDHOOD

Building Trust

In order to build our education structure around or toward the kind of society which I am all too roughly outlining, I think there was a basic agreement here that what needed to be built into the child was trust. We slipped a new card into the deck of education with this agreement. We are really all supporting the idea that the emotional domains of childhood need to be secured before learning can take place. The question faced us of how to do this? What consensus exists among us about ways we can build a basic trust or a basic security? We agreed furthermore, as a working premise, that education belongs partly to parents, partly to schools, partly to the community. In deference to PACE's contribution, we also agreed that the social worker may be a key person to unite these groups. We agreed on certain points about how to build the kind of education that we are sketching here.

The Family: An Educational Unit

Certainly, the first point that was made again and again is that workshops for parents in understanding their children seemed to be an essential.

It is an important point because it shifts the focus of education away from one that is wholly on the individual toward the family as an educational unit. Now this has some interesting and rather dramatic precedents in the history of pathology. The best kind of psychotherapy being done today is being done in groups, apparently. It is not only in the encounter groups, the sensitivity groups, the neo-aware groups, but it is also being done with the family as a unit. Some of the most striking progress made in reaching schizophrenia, for example, has been made among families where schizophrenia is no longer regarded as an internal possession of the individual but as a symptom which distinguishes a family that somehow is functioning in a way sufficiently different that it has come to the attention of the authorities. Another interesting or rather challenging offspring of this idea of how to bring parents into the educational system of their children is an idea of Andronico and Guerney of Rutger's University in which the parents are being trained by professional personnel to be therapists.

Those of us who have been child therapists realize that fundamentally what we do for children is to supply some of the missing ingredients, like patience, love, understanding, joy, that the parents could have supplied to the child but somehow have not. It is rare that a parent does not want to supply them; the difficulty almost always is that their own emotional education is somehow lacking. The therapist becomes essentially a parental surrogate. The idea of educating parents to be therapists is a clear step from that. This is another aspect to the notion that we can bring the family into the educational system.

Crisis Points

We realize that there are periods in our lives when education is somehow more tolerable. That is, we know that in the standard stratification of the educational system, kindergarten seems to be a particularly good time to get the parents into the system, or even pre-kindergarten, because the parents are thinking, "How will my boy do or my girl do?" We know that, in a common sense way, you need to be hit at a gut level before meaningful learning takes place. Witness the lifelong smokers who quit when the coronary threatens them. Therefore, kindergarten is one point and there are other crisis points in the educational development of students where the parents are particularly susceptible. I think one of the not small contributions of the PACE I. D. program has been to identify those periods of entry for the parents.

Community Concept

It was clear, too, that when we agreed on these points, we realized some kind of neighborhood or community organization could be helpful. Variations on this basic theme were ideas like community day centers for high risk children, the kind of high risk children that drain even the teachers of educationally handicapped children; flexible scheduling so that fathers could be included as well as mothers. When the question is raised whether administrators will buy all this, I think the answer is a clear one. The administrators will buy this when they see that the principles are problem-reducing.

Youth As Leaders

Still another idea came up under this "how" question. I am still addressing myself to the idea of how we can secure the emotional domains of childhood so that real learning can take place. The notion of using older youth as a resource to lead and teach younger ones came up again and again. One school administrator pointed out that he had used a girl from a detention home to teach the handicapped children in one school. A very good project; it worked out very well.

Parent-Social Worker Interaction

Still another point was that continuity is desirable in pre-school parent-social worker interaction leading to kindergarten, so that it is not, as it was in our day, a terrifying break with the family for the child to go to a room full of strangers and to a strange teacher.

Teachers, School Boards and Sensitivity

Another point that was emphasized to an impressive degree was the amount of real concern with in-service training for teachers. Not in the direction of augmenting the cognitive learning they have already had but in the direction of sensitizing, in the direction of increasing group work knowledge. Professional betterment for teachers lay toward therapeutic-like sensitivities. It was suggested again and again that teacher recruitment ought to take place particularly among those prospective teachers who are more aware of the emotional aspects of behavior. And I thought here of another point that was made and for which I was particularly grateful, and that is the need to educate school boards in the same kinds of sensitivities. That is, school boards need to be made aware that children differ in widely ranging modes of behavior and that, therefore, there should be a great tolerance on the part of these boards for wide ranges of educational procedures.

DISSEMINATION: *THE OMBUNDSMAN*

Another point in the "how" question is the dissemination problem. How to get solutions and innovations to others? We all seem to be locked into smaller cells than we need to be. When a proposal for an idea exchange center was made, one could hear the sub-melody of the chronic need for interagency cooperation: the chronic need to teach people what resources are available. One of the solutions that was proposed was that of a consumer counselor - a sort of ombundsman.

THREE GUIDING PRINCIPLES

1. Community Action

A community action program must be involved. It occurred to several people that Hunter's Point, for example, had money available from the Central Cities Task Force. They had already made a commitment for pre-kindergarten education. There was an ongoing concern in the community for jobs for those whom social injustice had deprived of jobs. The New Careers program declares that the ordinary ways of certification tended to be very hard and discriminatory on certain groups and that there needed to be ways of breaking the rigidity of those laws. New Careers is certainly one of the ways. So a community action program of this sort could at least be thought about as a guiding principle for PACE.

2. Shared Learning

Secondly, as a guiding principle, the principle of shared learning. That is, if it is true we are all in this boat together, we have a lot to learn together. None of us, almost by virtue of our being here, indicates that we are wholly satisfied with education as it has been. We need somehow to de-professionalize it. We need more volunteers. There needs to be a basic orientation of learning together.

3. Autonomy of Action

I think the third guiding principle for PACE is that it is always in danger of being swallowed up and that a certain kind of autonomy of action seems to be self preservative, that it must not be just a piece of another action.

AN OPERATIONAL STYLE

Finally, a strategy which seemed relevant and agreeable to all people who considered it, is that PACE I. D. principles needed to be not only implemented theoretically but that somehow an operational style needed to be built and it needed to be built into the district schools and by means of a social worker. We agreed, I think, that this social worker required not only skills in group process which she is getting already but also a certain amount of sophistication in the intricacies of school procedures.

A TRAINING CENTER

It was suggested further, to carry this kind of idea on, that a training program could be set up with these principles in mind. A good place, several people have suggested, would be the College of San Mateo. A community education program is already a central commitment of that college and it was agreed, still further, that the PACE staff could serve at least as a core

faculty. There could be a field placement service for these people trained in this kind of community social work by the PACE I. D. type of faculty. The trainees, furthermore, could start in kindergarten as a point of entry. Those kindergartens with a 180 minute class were specifically suggested. The teacher and the social worker would be a team and serve as content and emotional resource people. The team idea would get away from another often criticized item in education where the same teacher is the one personal authority for an entire year which could be as much as one fifth of a child's life. Two people now, the team idea, may be even the paradigm of a family in the education system, and then this could spread from kindergarten to the higher classes as the inevitable difficulties are ironed out. Finally, and practically, this idea received a cost estimate. It was felt that a social worker and a clerk would not cost more than $15,000 a year per district. It seemed like a small enough sum.

Well, you have one man's overview of what this conference was about. As I look back in retrospect I am reminded that a fellow named Rosenthal and a lady named Jacobson have introduced a disquieting thought in the whole field of psychology. That is, that sometimes the products which emerge in group processes are those which the original teacher somehow hoped would emerge. But, I would rather look at PACE I. D. from a different point of view. It seems to me, along with Oliver Wendell Holmes, that good ideas have what he once called a "brooding omnipresence". He pointed out that both Newton and Leibnitz arrived at the idea of calculus in mathematics within a year of each other and without any correspondence. The PACE idea may be one of those broodingly omnipresent notions that several of us have latched onto, gratefully, at the same time.

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